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ABSTRACT

In 1997 The Oregon State System of Higher Education (OSSHE) assessed the status of Oregon's K-12 educator professions. Separate sections of this OSSHE report: (1) provide information about Oregon's K-12 educator professions, including data on students, personnel, and teacher training; Teacher Standards and Practices Commission (TSPC) licenses and endorsement areas; and the areas TSPC has identified as having a shortage of applicants; (2) list the programs offered by the six OSSHE universities and eleven independent institutions that offer educator preparation programs; (3) highlight challenges affecting the preparation programs, including changes in enrollment, licensing statistics, funding and program standards, and efforts to meet Oregon's school improvement plan; (4) examine changes which will affect OSSHE programs, including TSPC's proposed changes to license structures and training programs and OSSHE's role in professional, research, program, and institutional partnership development; (5) describe each of the OSSHE's six preparation programs; and (6) examine statewide initiatives, including a proficiency-based admission standards system for higher education, a standards-based teacher education project, the Dwight D. Eisenhower Professional Development Program, and several language initiatives, including the OSSHE Japanese Language Project. Appended are tables detailing the production of Oregon-licensed educators from Oregon public and independent institutions for 1994-95, and OSSHE education degrees granted in 1995-96. (MAB)

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STATUS REPORT ON OSSHE'S RESPONSE TO CHANGES IN THE EDUCATION PROFESSIONS: SERVING OREGON'S GROWING NEEDS

Prepared for the
Oregon State Board of Higher Education

Oregon
STATE SYSTEM OF HIGHER EDUCATION

Office of Academic Affairs
P.O. Box 3175
Eugene, OR 97403

April 18, 1997

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Executive Summary

Market for K-12 Educators

Oregon school districts annually employ 51,000 personnel. Teachers make up the largest number, about 26,500; administrators, 2,500; library/media specialists, 600; guidance/ counseling and other professional personnel, 3,000.

The 32,000 professional personnel employed by public school districts must be licensed by the Teacher Standards and Practices Commission (TSPC), an independent commission appointed by the Governor. TSPC issues three types of licenses: Teaching, Personnel Service, and Administrative. TSPC also issues a Basic and Standard license (Basic is the entry license; Standard is required once an educator has been employed for five years and meets continuing licensing requirements).

TSPC sets the minimum standards for, and approves programs at, institutions of higher education in 42 licensure "endorsement" areas: 36 fields in Teaching, four in Personnel Service, and two in Administrative. No institution prepares individuals in all 42 areas.

About 1,500 new educators complete preparation programs at Oregon's public and independent institutions each year. Of these, about 1,300 seek an Oregon license from TSPC. About an equal number (1,200) move annually to Oregon from other states.

The majority of newly prepared educators obtain employment in an Oregon public school during the school-year following college graduation (about 62 percent). New educators are also employed in Oregon's private K-12 schools, other sectors including education related, and as substitute teachers in public schools.

TSPC annually surveys school districts to assess the adequacy of the size of the pool of licensed applicants for employment openings. From these data, TSPC has identified the following shortage areas for 1997: Handicapped Learner, Hearing-Impaired, Severely Handicapped Learner, Speech-Impaired, Visually-Impaired, Counselor, School Psychologist, Foreign Languages, Technology Education, and Superintendent.

Preparation Programs

Six OSSHE universities offer educator preparation programs approved by TSPC in a variety of locations throughout the state:

Eastern Oregon University	Four- and fifth-year programs for teachers; programs at Central Oregon University Center, Bend; collaborates with Oregon Institute of Technology in professional/ technical program.

Oregon State University	Fifth-year programs for teachers; counselors; advanced degree programs for workforce education specialists, community college teaching and administration.
Portland State University	Fifth-year programs for teachers; counselors; administrators (principals/superintendents); speech-language pathologists.
Southern Oregon University	Fifth-year programs for teachers.
Western Oregon University	Four-year programs for teachers; programs in school districts by contract; cooperative professional/technical program with Chemeketa Community College.
University of Oregon	Five-year program (K-8 elementary/special education) for teachers; fifth-year programs for teachers; administrators (principals/superintendents); school psychologists; speech-language pathologists.

Eleven independent institutions offer educator preparation programs (up from nine within the last two years). Six institutions offer four-year programs only; four offer both four- and fifth-year programs; and one offers only fifth-year programs.

In addition to programs leading to licensure (these are typically reported as "certificates" by OSSHE institutions), OSSHE institutions offer master's and doctoral degrees that meet the advanced professional needs of educators, individuals working in human service agencies, and business/industry. In 1995-96, over 2,100 degrees were awarded in education by OSSHE campuses. The actual number of degrees awarded to educators is higher since many educators complete advanced degrees in disciplines such as English, history, biology, etc., which are not reflected in the counts of "education" degrees awarded.

Recent Major Changes in Educator Preparation

There has been declining growth in enrollments in the public educator preparation programs over the past ten years compared to significant enrollment growth at the independent institutions. A decade ago, OSSHE institutions prepared 85 percent of the new educators in Oregon; that has dropped to about 50 percent today.

In 1994-95, public and independent institutions prepared about the same number of Elementary teachers that received an Oregon license after completing preparation programs (48 percent public institutions, 52 percent independent). Public institutions prepared about the same number of Secondary teachers that received an Oregon license (51 percent public institutions, 49 percent independent).

There were some notable differences by specialty areas, however. Public institutions prepared the majority (more than 60 percent) of the following specialties: Professional/Technical (70 percent), Physical Education/Health (65 percent), Fine Arts (70

percent), Special Education and Hearing/Visually/Speech-Impaired (85 percent). And independent institutions prepared the majority of the following specialities: Counselor/Psychologist (78 percent), Language Arts (66 percent), and Social Studies (60 percent).

Public institutions typically enroll a higher percentage of students who receive an Oregon license than the independent institutions. In 1994-95, 89 percent of OSSHE students received an Oregon license compared to 76 percent of independent institution students.

The rise in independent education program enrollments began in the late 1980s, **prior** to Measure 5 cutbacks. In the mid-1980s, OSSHE institutions were asked by the Legislature to respond to the problem of an oversupply of educators (particularly teachers) in the state and simultaneous calls for higher standards. OSSHE institutions agreed to restrict enrollments by about one-third.

Simultaneously, OSSHE developed plans to move from four- to fifth-year programs in order to meet several needs. First, there was a need to attract more diverse people into the teaching profession (baccalaureate-holders, second/third-career people) and a rigorous, one-year program was the preferred option to meet these needs. Also, many students wanting to become teachers were "late deciders," making the decision to enter a preparation program often in their senior year in college. A post-baccalaureate model was preferable for these students.

Campuses were also asked to raise standards in order to improve the "products" of these programs. This included requiring a college major in the subject areas to be taught; passing a basic skills test for admission; passing the National Teachers Examination (NTE) in subject and pedagogy for licensure; completing a longer practicum in the schools (moving from 10 to a minimum of 15 weeks of fulltime teaching); and submitting higher GPAs for admission to preparation programs. These changes resulted in fewer students being admitted to OSSHE institutions. Many of these students thereafter sought and gained admission at growing independent institution programs.

Measure 5 cutbacks brought major changes to teacher preparation programs in the public sector. In 1991, endorsement programs were eliminated at several OSSHE institutions, and reorganization within Colleges of Education occurred at many institutions. OSSHE adopted a Coordinated Plan that called for campuses to differentiate and work together to share programming as feasible, anticipating the advent of telecommunications options. However, investment resources in technology were unavailable to pursue the latter course, and major changes in school reform have dictated regional solutions.

The onset of the *Educational Act for the 21st Century* carried major implications for the preparation of new educators and the retraining of existing educators. The Joint Boards of Education developed an *Action Plan on Redesigning Teacher Preparation and Licensure* in collaboration with TSPC. The plan included a common policy and procedure to realign teacher licensure and teacher preparation programs with reforms called for in the *Educational Act for the 21st Century*. The Oregon Department of Education in its oversight of school reform federal grant programs *(Goals 2000, School-to-Work)* asked higher

education institutions to partner with schools in their regions to assist them in responding to the components of Oregon's school improvement plans.

Since these developments, OSSHE institutions have played a major role in assisting TSPC and the Oregon Department of Education in determining what changes should be made within the licensing requirements, preservice programs, and professional development opportunities for current educators.

Also, OSSHE developed the Proficiency-based Admission Standards System (PASS) in response to the *Educational Act for the 21st Century*. PASS carries unique responsibilities for the Colleges of Education, which must prepare educators (particularly high school teachers) with the knowledge/skills to implement the new methods of assessment for a proficiency-based college admission system.

Future Changes Affecting the Preparation Programs

TSPC has proposed a number of changes in the licensure system which will affect the educator professions and preparation programs. There would be an Initial and Continuing license, no longer a Basic and Standard. This change requires legislative approval in 1997 (adoption of Senate Bill 124) to change the existing TSPC statute.

There would be a professional development requirement in addition to successful employment in a school district for meeting the Continuing license (requires legislative adoption of Senate Bill 124 and further approvals from the TSPC). OSSHE institutions will be expected to play a role in providing needed professional development opportunities for educators. Presently, professional development programs are subject to OSSHE's self-support continuing education and summer policies.

All higher education institutions with TSPC-approved programs would have until 1998 to develop new four-stage preparation programs. The current two — Elementary and Secondary — would be redesigned to four — Early Childhood, Elementary, Middle, and High School. TSPC adopted this policy change in 1996.

TSPC has also requested that each student in an approved program be asked to train in two of the four levels, such as Early Childhood/Elementary, Elementary/Middle, or Middle/High School. This would mean that all preservice students would complete coursework and practicum in two, and that OSSHE's programs would require extended coursework and practicum opportunities to comply with these changes.

Other changes are also affecting (and will in the future) OSSHE's programs and services. The impetus comes from local school districts responding to school improvement directions; the Oregon Department of Education; individuals in the profession seeking access to new professional development opportunities; changes within many content areas from national standards groups (e.g., mathematics, sciences, foreign languages); technology's impact on education, particularly the Internet; and the growing diversity of the state's population, requiring greater attention to multicultural preparation.

OSSHE Institution Responses

OSSHE institutions have already begun to respond to these changes, primarily through reallocated resources and external grants. For example:

- Each OSSHE institution that prepares educators is participating in new partnerships with school districts and Education Service Districts (ESDs) preparing for mandated changes (for example, on school-site councils, Goals 2000 projects, curricular development, research on outcomes-based education, assessment guides and models).

- Each OSSHE institution is playing a role in providing professional development opportunities for educators within the campuses' areas of expertise. This includes access to advanced degree programs, add-on certificate programs (related to endorsement areas), courses/workshops, and on-site professional development (at school sites) for school staffs.

- Several OSSHE institutions are participating in partnerships to develop strategies for dealing with at-risk children and that support successful school starts.

- OSSHE institutions that prepare foreign language teachers are working on the development of strategies to prepare teachers who have second language skills to implement new K-12 second language requirements, particularly how to function in the new proficiency environment.

- Each OSSHE institution that prepares educators has made changes in their programs that result in enhanced "technology" skills for their graduates. In the past year, each campus joined an effort to link OSSHE preservice students to a new network of K-12 teachers learning how to use technology.

- OSSHE Colleges of Education are partnering with others in the school community to build new teams (for example, school and social service agency teams).

Statewide Initiatives

Several statewide initiatives, housed with the Chancellor's Office, are providing professional development assistance to teachers and OSSHE institutions in responding to school reform changes. These include:

- OSSHE's PASS project;

- Standards-based Teacher Education Project (STEP), which directly links PASS requirements with the Colleges of Education to assist them in preparing new educators with the knowledge/skills to carry out PASS assessments;

- Eisenhower Professional Development Program, a collaborative effort between OSSHE and the Oregon Department of Education, emphasizing the development of professional development opportunities for K-12 teachers, particularly in mathematics and sciences;

- Statewide Japanese Language Project, directly assisting teachers of Japanese throughout the state to develop curriculum and enhance their teaching and networking;

- Other foreign language projects aimed at enhancing the skills of current and future foreign language teachers, including elementary teachers who will need to implement early language programs as part of school reform plans.

Summary

OSSHE's Colleges of Education — and the many academic departments which play a vital role in preparing new teachers in the various "content" disciplines — have been greatly impacted by the changes of the past decade. The late 1980s marked a transition from primarily four- to fifth-year programs for the OSSHE institutions, and a reduction by about one-third of student enrollments in education programs. The independent institutions now prepare half of the new educators for the state, though OSSHE institutions still prepare the majority of educators in many of the "specialties."

Measure 5 resulted in major cutbacks to several OSSHE institutions in their education programs. At nearly the same time, however, passage of the *Educational Act for the 21st Century* called for stepped-up activity within OSSHE institutions (preparation of new types of staffing for 21st Century schools, the provision of new professional development opportunities for educators, increased direct involvement with school sites for the type of "building-wide" changes required for school reform). TSPC's proposed licensure changes will require that OSSHE Colleges of Education move from a two-stage licensure program (elementary/secondary) to a new four-stage system by 1998 (early childhood, elementary, middle, high school). And new professional development requirements are anticipated for the continuing licensing of existing teachers, carrying implications for professional development programming by OSSHE institutions.

OSSHE institutions, particularly the Colleges of Education, will face major challenges over the next decade as public schools throughout the state phase in Certificates of Initial and Advanced Mastery (CIM/CAM); OSSHE phases in the PASS system; and the education profession evaluates (and perhaps alters) staffing requirements as it becomes clearer what the needs of 21st Century schools will be. To meet these challenges, OSSHE institutions must collaborate closely with public schools, ESDs, social service agencies, business/industry, the education professional associations — indeed, the rich array of agencies and groups which contribute to educational policy-setting and the operation of successful public schools and educator preparation programs.

1. OREGON'S K-12 EDUCATOR PROFESSIONS

In 1995-96, there were 1,208 public schools in Oregon serving 499,361 students (at 914 elementary schools, 34 junior high schools, 198 high schools, 28 combined schools, and 34 alternative/special schools). In 1996-97, there were 220 school districts in the state.

Together Oregon school districts annually employ about 51,000 school personnel. Personnel include: district administrators, principals/assistant principals, curriculum specialists, library/media specialists, classroom teachers, other teachers, guidance and counseling personnel, other professional personnel, teacher aides and interns, office/clerical, and others. Teachers make up the largest number of these public school employees — about 26,500 per year (fulltime equivalent). Administrators total about 2,500 per year; library and media specialists, about 600; guidance and counseling and other professional personnel, about 3,000.

The 32,000+ professional personnel employed by school districts must be licensed by the Teacher Standards and Practices Commission (TSPC), an independent commission appointed by the Governor. TSPC sets the standards for licensure, approves college/university programs that prepare the new professionals, issues licenses to newly prepared graduates from Oregon's colleges/universities, issues continuing licenses to current educators, issues licenses to newly prepared and experienced educators who move to Oregon from other states, and revokes licenses following investigations of misconduct.

Currently, some 1,500 new educators complete preparation programs at Oregon's public and independent institutions; about 1,300 seek an Oregon license from TSPC (see Attachment A). About an equal number (1,200) each year move to Oregon from other states, seeking a license from TSPC.

TSPC studies indicate that about 800 of the 1,300 newly prepared educators obtain employment in an Oregon public school in the school-year following college graduation (about 62 percent); and about 600 of the 1,200 who move to Oregon from other states obtain employment in an Oregon public school. Newly licensed educators are also employed in Oregon's private schools, some are employed in other sectors including education-related, and some serve as substitute teachers in school districts.

TSPC issues three types of licenses: Teaching, Personnel Service, and Administrative. TSPC also issues a Basic and Standard license (the Basic is the entry-point license; the Standard goes into play once an educator has been employed successfully for a period of five years and meets continuing licensing requirements set by TSPC).

There are currently a total of 42 licensure "endorsement" areas: 36 different fields over which TSPC sets the standards in Teaching, four in Personnel Service, and two in Administrative. No institution of higher education (public or independent) prepares individuals in all 42 areas:

Teaching

Elementary	Early Childhood Education
Agricultural Sciences Technology	Art
Biology	Chemistry
Drama	Educational Media
French	General Business
German	Health Education
Home Economics	Integrated Science
Japanese	Language Arts
Latin	Marketing
Math, Advanced	Math, Basic
Music	Physical Education
Physical Education, Adapted	Physics
Reading	Russian
Social Studies	Technology Education
Spanish	Speech
Early Intervention/Early Childhood Ed.	Handicapped Learner
Hearing-Impaired	Severely Handicapped Learner
Speech-Impaired	Visually-Impaired

Personnel Service

Counselor I	Counselor II
School Psychologist	Supervisor

Administrative

Administrator (Principal)	Superintendent

Each year TSPC surveys school districts to ascertain the adequacy of the size of the pool of licensed applicants for employment openings. From these data, TSPC establishes "shortage areas" which reflect areas in which there are currently insufficient applicants to meet the needs of Oregon school districts. Districts are able to meet their employment needs through flexible hiring practices in designated shortage areas.

For 1997, TSPC has identified the following shortage areas: Handicapped Learner, Hearing-Impaired, Severely Handicapped Learner, Speech-Impaired, Visually-Impaired, Counselor, School Psychologist, Foreign Languages, Technology Education, and Superintendent.

2. EDUCATOR PREPARATION PROGRAMS

Six OSSHE universities offer educator preparation programs approved by TSPC in a variety of locations throughout the state:

Eastern Oregon University	Four- and fifth-year programs for teachers; programs at Central Oregon University Center, Bend; collaborates with Oregon Institute of Technology in professional/technical program.
Oregon State University	Fifth-year programs for teachers and counselors; master's programs for workforce education specialists; special program for community college teaching and administration.
Portland State University	Fifth-year programs for teachers; counselors; administrators (principals and superintendents); speech-language pathologists.
Southern Oregon University	Fifth-year programs for teachers.
Western Oregon University	Four-year programs for teachers; programs in school districts by contract; cooperative professional/technical program with Chemeketa Community College.
University of Oregon	Five-year program (combined K-8 elementary and special education) for teachers; fifth-year programs for teachers; administrators (principals and superintendents); school psychologists; speech-language pathologists.

Eleven independent institutions offer educator preparation programs (up from nine within the last two years):

Cascade College, Portland	Four-year teacher programs.
Concordia University, Portland	Four-year teacher programs (fifth year under development).
George Fox University, Newberg	Four-, fifth-year teacher programs.
Lewis and Clark College, Portland	Four-, fifth-year teacher programs; counselors; administrators (principals/superintendents).
Linfield College, McMinnville	Four-year teacher programs.
NW Christian College, Eugene	Four-year teacher programs (elementary only).
Pacific University, Forest Grove	Four-, fifth-year teacher programs.
University of Portland, Portland	Four-, fifth-year teacher programs; counselors.
Warner Pacific College, Portland	Four-year teacher programs.
Western Baptist College, Salem	Four-year teacher programs.
Willamette University, Salem	Fifth-year teacher programs.

In addition to educator preparation programs that lead to licensure (these are reported typically as "certificates" by OSSHE institutions), OSSHE institutions offer a number of master's and doctoral degrees which meet the advanced professional needs of educators, individuals working in human service agencies, and business/industry. In 1995-96, over 2,100 degrees were awarded in education by OSSHE campuses (see Attachment B). It should be noted, many other disciplines (English, history, biology, mathematics, etc.) award advanced degrees to K-12 teachers which are not reflected in the counts of education degrees awarded.

3. RECENT MAJOR CHANGES AFFECTING THE PREPARATION PROGRAMS

There has been significant enrollment growth in educator preparation programs at the independent institutions over the past ten years, and declining growth at the public institutions. A decade ago OSSHE institutions prepared 85 percent of the new educators in Oregon; that has dropped to 50 percent today.

There are some notable differences among the preparation programs of the public and independent institutions:

- In 1994-95, public and independent institutions prepared about the same number of Elementary teachers that received an Oregon license after completing their preparation programs (48 percent public institutions, 52 percent independent).

- Public institutions prepared about the same number of Secondary teachers that received an Oregon license (51 percent public institutions, 49 percent independent).

- Public institutions prepared the majority (more than 60 percent) of the following specialties that received an Oregon license: Professional/Technical (70 percent), Physical Education/Health (65 percent), and Fine Arts (70 percent).

- Independent institutions prepared the majority of the following specialities that received an Oregon license: Counselor/Psychologist (78 percent), Language Arts (66 percent), and Social Studies (60 percent).

- Public institutions prepared the majority of Special Education and Hearing/ Visually/Speech-Impaired teachers that received an Oregon license (85 percent public institutions, 15 percent independent).

- Public institutions have a higher rate of educators receiving an Oregon license after completing student teaching/practicum than independent institutions. For example, in 1994-95, 734 students in public institutions completed a practicum with 654 following up to request an Oregon license — a loss of 80 or 11 percent; 778 students in independent institutions completed a practicum with 592 following up for an Oregon license — a loss of 186 or 24 percent.

The rise in independent program enrollments in education began in the late 1980s, prior to Measure 5 cutbacks. In the mid-1980s, OSSHE institutions were asked by the Legislature to respond to the problem of an oversupply of educators (particularly teachers) in the state and simultaneous calls for higher standards. OSSHE subsequently agreed to restrict enrollments by about one-third.

Simultaneously, OSSHE developed plans to move from four-year programs (then the predominant preparation model) to fifth-year in order to meet several needs. First, there was a need to attract more diverse people into the teaching profession (baccalaureate-holders, second/third-career people) and a rigorous, one-year program was the preferred option to meet these needs. Also, many students wanting to become teachers were "late deciders," making the decision to enter a preparation program often in their senior year in college. A post-baccalaureate model was preferable for these students.

Campuses were also asked to raise standards in order to improve the "products" of these programs. This included requiring the college major in subject areas to be taught, passing a basic skills test for admission, passing National Teacher Examination (NTE) subject and pedagogy tests for licensure, completing a longer practicum in the schools (moving from 10 weeks to 15 weeks), and submitting higher GPAs for admission to teacher preparation programs. All these changes resulted in fewer students being admitted to OSSHE institutions. Many of these students sought and gained admission at growing independent institution programs.

Measure 5 greatly impacted OSSHE's teacher preparation programs. In 1991, endorsement programs were eliminated at several OSSHE institutions, and reorganization within Colleges of Education occurred at many institutions. Two campuses had to drop their four-year options because they could not afford to offer both four-and fifth-year programs (Portland State University and Southern Oregon University). The University of Oregon maintained licensure programs in special education, administration, and some subject areas (foreign languages, music) but dropped elementary and most secondary endorsements.

OSSHE subsequently adopted a *Plan for an OSSHE Coordinated Program of Education Professions; Teachers, Counselors, Administrators* (presented to the Board in June 1992) that called for campuses to differentiate and work together to share programming as feasible, anticipating the advent of telecommunications options. However, investment resources in technology were unavailable to pursue the latter course, and major changes in school reform have dictated regional solutions.

The onset of the *Educational Act for the 21st Century* (when Measure 5 decisions were being made in OSSHE) carried major implications for the preparation of new educators and the retraining of existing educators. First, the Joint Boards of Education developed an *Action Plan on Redesigning Teacher Preparation and Licensure* in collaboration with TSPC. The plan included a common policy and procedure to realign teacher licensure and teacher preparation programs with the reforms called for in the *Educational Act for the 21st Century*. This work actually occurred in several stages:

- In 1992-93, OSSHE provided grant funds to Western Oregon University and Teaching Research, to conduct a study of needed changes in teacher education. The study drew on Oregon's reform plans as well as the rich national literature on school reform. The study involved educators from all sectors and professional associations in Oregon.

- Ten policy questions based, in part, on the study of needed changes in teacher education, became the frame for *Action Plan I: Redesigning Teacher Preparation and Licensure,* accepted by the Joint Boards in January 1994.

- A number of activities for review of the policy questions followed. This led to adoption of *Action Plan II, Teacher Licensure and Preparation*, in September 1994. This outlined a procedure to research and field-test aspects of the proposals and assigned responsibility to "lead agencies."

- *Action Plan III* was adopted in September 1995 to frame implementation activities and future policy-making. This resulted in TSPC's submitting bills for legislative action in 1997.

During the same period of time, the Oregon Department of Education in its oversight of school reform federal grant programs (*Goals 2000*, *School-to-Work*) asked higher education institutions to partner with schools and ESDs in their geographic regions to assist them to respond to the components of Oregon's school improvement plan.

In the last five years, therefore, OSSHE institutions have played a major role in assisting TSPC and the Oregon Department of Education, in determining what changes should be made in teacher preparation programs and licensure through involvement on committees and research.

Also, OSSHE developed the Proficiency-based Admissions Standards System (PASS) in response to the *Educational Act for the 21st Century* (see Section 7, Unique Statewide Initiatives).

4. FUTURE CHANGES WHICH WILL AFFECT OSSHE PROGRAMS

TSPC has proposed a number of changes in the licensure system which will affect the educator professions and OSSHE's preparation programs:

- There would be an Initial and Continuing license, no longer a Basic and Standard. This change requires legislative approval in 1997 (adoption of Senate Bill 124) to change the existing TSPC statute.

- There would be a professional development requirement in addition to successful employment in a school district for meeting the Continuing license (requires legislative adoption of Senate Bill 124 and further approvals from the TSPC). OSSHE institutions will be expected to play a role in providing needed professional

development opportunities in the future for educators. Presently, professional development programs are subject to OSSHE's self-support continuing education and summer policies.

- All higher education institutions with approved programs would have until 1998 to develop new four-stage preparation programs, a change from the current two (Elementary and Secondary): Early Childhood, Elementary, Middle, and High School. TSPC adopted this policy change in 1996. TSPC has requested that each student in an approved program be asked to train in two of the four levels, such as Early Childhood/Elementary, Elementary/Middle, or Middle/High School (this will mean preservice students will complete coursework and practicum in both areas).

Other changes are also affecting (and will in the future) OSSHE's programs and services. The impetus comes from local school districts responding to school improvement directions; the Oregon Department of Education; individuals in the profession seeking access to new professional development opportunities; changes within many content areas from national standards groups (e.g., mathematics, sciences, foreign languages); technology's impact on education, particularly the Internet; and the growing diversity of the state's population, requiring greater attention to multicultural preparation. For example:

- Each OSSHE institution has been asked to participate in new partnerships with local school districts in their areas preparing for mandated changes (for example, school-site councils, Goals 2000 projects). This includes institutions with educator preparation programs as well as those without (Oregon Institute of Technology has been asked to assist in developing health, and engineering/technology-related CAM programs with schools; affiliated Oregon Health Sciences University has been asked to work on health-related CAM programs).

- Each OSSHE institution is playing (and must in the future) a role in providing professional development opportunities for educators within the campuses' areas of expertise. This includes access to advanced degree programs, add-on certificate programs (related to endorsement areas), courses/workshops, and on-site professional development (at school sites) for school staffs.

- OSSHE institutions have been asked to assist school districts on both a regional and statewide level in curricular development related to school reform.

- OSSHE Colleges of Education are conducting research on outcomes-based education, needed both regionally and statewide.

- OSSHE Colleges of Education are helping to develop assessment guides and training for the new assessment models called for in school reform plans (for example, portfolio assessment, proficiency-based).

- Several OSSHE institutions have been asked to participate in state and regional partnerships to develop strategies for dealing with at-risk children and successful school-start initiatives. The University of Oregon and Portland State University, for example, are actively involved with criminal justice agencies in such initiatives.

- All OSSHE institutions that prepare foreign language teachers are working on the development of strategies to prepare teachers who have second language skills to implement new K-12 second language requirements, particularly how to function in the new proficiency environment. Two campuses (University of Oregon and Portland State University) are also working to make Internet-available foreign language materials accessible to Oregon foreign language teachers through the development of new World Wide Web resource pages.

- All OSSHE institutions have been asked to make changes in their preparation programs that result in enhanced "technology" skills for their graduates. Each OSSHE institution has a faculty liaison to the Oregon US West/NEA Teacher Network project, which is training 10 percent of Oregon's current teachers in how to effectively use the Internet to enhance K-12 instruction. Campuses are linking preservice students to teachers to build new "electronic communities" of educators, further breaking down the barriers between preservice programs and schools.

- All OSSHE Colleges of Education are partnering with others in the school community to build new teams (for example, school and social service agency teams).

5. DESCRIPTIONS OF OSSHE PREPARATION PROGRAMS

a. Eastern Oregon University

Eastern Oregon University offers licensure programs in 17 of TSPC's 42 areas. Eastern enrolls 90-100 students out of the La Grande campus employing a unique preparation program that uses the latest advances in telecommunications. Students in the fifth-year program are placed in practicum in school districts for the school year, throughout the region. Students participate in college courses late afternoons and early evenings at any of eight sites via ED-NET/Internet courses, thus integrating knowledge and skills gained during the day in the schools with the more theoretical underpinnings covered in college coursework. Eastern also offers a preservice program for 30-50 students in Bend through the Central Oregon University Center.

Eastern has experienced very good placement rates (in excess of 90 percent) for graduates in recent years, not only in rural Oregon schools but in schools in Southwest Washington as well. Eastern emphasizes the preparation of teachers for rural school districts.

Eastern is involved in a number of regional partnerships, for example:

- An on-site partnership with an elementary school in the La Grande School District involves 25 preservice students. An Eastern faculty member works half-time campus teaching, half-time with the school district on practicum supervision and district professional development.

- Eastern serves as home to the Northeast Oregon Mathematics and Science Teachers, a collaborative that manages inservice needs of the tri-county areas by taking responsibility for public school Eisenhower funds. NEOMAST has provided more than 50 professional development opportunities over the past five years.

- Eastern is involved in a number of Goals 2000 projects: the Umatilla ESD project is focusing on assessment, action research, curriculum development, and teaching strategy development; the Malheur project is focusing on writing; the Burns School District project is focusing on handicapped learners; the Wallowa School District project with eight schools involved is focusing on technology, action research, and curriculum development; the Baker and Grant County School Districts project is focusing on developing school teacher and student teams to use the Internet.

- Eastern has been designated by the Oregon Department of Education as a TAG (Talented and Gifted) Center for the ten-county region. The Center provides a range of professional development opportunities for teachers.

- Eastern is collaborating with the Confederated Tribes of Umatilla Indian Reservation in education program development and professional development. Eastern is a consultant to the Confederated Tribes and Pendleton Public Schools. A proposal for a new Charter School to be located on the reservation (K-3, would enroll 200 students) is currently under consideration by the Tribal government.

The following major changes have occurred in Eastern's programs in the past five years, or are being planned for the future:

- Eastern offers a two-track English as a Second Language (ESOL) program for undergraduates, and a graduate program for current teachers taught in the region in cooperation with Ontario and Hermiston School Districts. About 20-30 teachers will participate in training this summer.

- Preservice programs have been redesigned to inform students about Oregon school reform. Through cooperation with the La Grande School District, students gain an understanding of CIM-driven curriculum design, develop a sample, then test it as a team in a local elementary school with the assistance of teachers.

- The School of Education and Business Programs are involved in program redesign to accommodate an outcomes-based perspective, changes in authorizations, and regional service.

- Eastern has expanded services to provide teacher preparation programs to Bend through the Central Oregon University Center.

- Eastern is collaborating with the Oregon Institute of Technology to offer a new endorsement approved by TSPC (Electronics/Computer Engineering Technology Education). Teacher preparation coursework is being delivered to OIT via ED-NET.

- Eastern is collaborating with the Jefferson School District, Warm Springs Tribe, and Central Oregon Community College to address teacher preparation needs for Native Americans. This partnership is a collaborative to recruit and provide support for Native Americans to become elementary and secondary teachers. By fall 1997, the Tribe has committed to enroll five Native American students in teacher preparation programs through Eastern.

b. Oregon State University

Oregon State University offers licensure programs in 13 of TSPC's 42 areas. The elementary program places preservice students in the schools all year, with a practicum in fall/winter terms, and fulltime student teaching spring term. Health and physical education students complete coursework and internships in the schools each term. Technology Education students complete an internship in both schools and industry.

OSU houses secondary programs in the appropriate academic departments. This results in faculty emphasizing preparation in the discipline (content) and the relationship between discipline and pedagogy (how to best teach content).

Placement studies indicate that about 60 percent of OSU's teacher graduates stay in Oregon and obtain employment in public schools, with about 40 percent leaving the state. Placement has been very successful in recent years.

OSU offers a number of advanced degree programs relevant to school reform needs. For example, a master's degree prepares specialists to lead education and training programs in the workplace and community colleges; graduate minor in community college education provides skills for teaching adults in community and university programs in a variety of disciplines; doctor of education (EdD) with major in Education and concentration in Community College Leadership prepares professionals for leadership roles in community colleges; doctor of philosophy degree (PhD) with a major in Counseling prepares professionals whose career path is research and teaching in counselor educator programs or supervisory positions in schools or service agencies.

OSU provides a number of courses via distance education. Some classes are held in Corvallis, others scheduled wherever the majority of students reside using the latest technologies. Students/faculty communicate on a regular basis using e-mail. Many classes meet only once a month on Fridays and Saturdays. More intensive work is scheduled in the summer, in intensive weekend and week-long formats. Internships are assigned on a statewide basis.

OSU is implementing a new program to prepare middle-level teachers in fall 1997. Students admitted to the program must have strengths in two subject areas — the first must be in science, math, or technology; the second, in science, math, technology, social studies, or language arts.

OSU is developing an integrated five-year Education/Early Childhood Program with community colleges to serve teacher aides and others from underrepresented populations. The program would be delivered on-site with cooperating school districts.

OSU is involved in a number of projects addressing significant aspects of Oregon's school improvement plans, for example:

- *Project CONNECT* is a multi-year project funded by a $350,000 grant from US West Communications to OSU and a consortium of public schools, ESDs, and a corporate partner (Apple Computer). Each school receives multimedia computer workstations and educational software. Teacher teams are trained in the integration of technology in the teaching/learning process in a six-week summer session in OSU's multimedia laboratory and 15-days of follow-up training.

- *Mid-Level Math/Science Retraining Project* is retraining elementary teachers needing upgrading to effectively teach math and/or science at the middle-school level. Principals identify teachers who need training and teachers participate in OSU courses for two to three summers plus the school year, resulting in an updated license or master's degree. ED-NET courses enable teachers who cannot attend in Corvallis to participate.

- The SMILE Program (*Science and Math Investigative Learning Experiences* is an enrichment program for minority and disadvantaged students in grades 4-12 in eight rural communities) has a special initiative to involve math and science preservice students in Internet networking with SMILE students and teachers. The project is helping preservice students learn successful SMILE strategies for working with multiculturally diverse students, particularly in mathematics and science.

- OSU has delivered four World Wide Web graduate-level courses to assist teachers to develop and deliver their own Web courses. Teachers have participated from Albany, Bend, Central Point, Clatskanie, Coos Bay, Corvallis,

Creswell, Eugene, Hermiston, La Pine, Medford, Oregon City, Pendleton, Prineville, Roseburg, Salem, Stanfield, Turner, and Waldport.

- OSU sponsored 36 regional workshops and three ED-NET courses in 1995-96 around planning for CAM programs.

- OSU offers ESOL/Bilingual Endorsement Workshops on authentic assessment throughout the state to assist ESOL/Bilingual teachers on the development of portfolios documenting the knowledge and skills needed to apply for the new TSPC ESOL/Bilingual endorsement.

- OSU is assisting schools in developing a framework for an Industry and Engineering Systems CAM program, and is involved with various Regional Workforce Quality Committee Regions in planning for CAM programs.

- OSU sponsors an annual conference for counselors and educators on current issues and trends in education.

c. Portland State University

Portland State University offers licensure programs in 32 of TSPC's 42 areas. The Graduate Teacher Education Program admits 120-150 students a year into the basic licensure/M.Ed program. In Special Education, a dual licensure program in elementary and special education prepares 30 candidates a year to work in inclusive education settings. In Administration, PSU has developed a performance-based licensure program offered in Portland and Salem. PSU's Doctoral program attracts well-qualified educators preparing for leadership positions.

PSU's programs emphasize a unique "thematic" approach. This enables faculty in the College of Education and mentor teachers in the schools that provide the practicum to emphasize important themes (for example, multicultural education, school-to-work, integrated K-12, middle-level, school-community partnerships, democracy in education, math/science). Thus, preservice students learn the theory and practical applications of these themes during their preparation. Preservice students are also placed in "groupings" of schools for the practicum so they learn about curricular articulation (elementary to middle to high school).

PSU emphasizes the importance of preparing all students to work effectively in a multicultural educational environment. All students take coursework in this area, and subsequent practicum placements provide a setting in which course material can be put into practice.

The nationally recognized Portland Teachers Program (PTP), a collaborative effort between PSU, Portland Community College, and Portland Public Schools, recruits and prepares minority students for teaching careers. Currently, 40 PTP students are enrolled at PSU. For several years, the PTP has operated a summer workshop

providing supplemental training in math/science education for PTP preservice and minority inservice teachers.

Placement data indicate that over 70 percent of PSU students are teaching one year after graduation. In special education and counseling, virtually 100 percent of graduates are employed in schools after graduation.

PSU has incorporated key provisions of Oregon's school improvement plans into its preparation programs. In Fall 1997, PSU will implement (on a pilot basis) the four-level licensure system passed by TSPC.

PSU plays a major role in providing professional development opportunities for educators, particularly in the metropolitan area. Through the Division of Continuing Education, PSU works closely with schools and other agencies to arrange activities of greatest use to the profession. Most recently these have included aspects of CIM and CAM; the new assessments; school reform generally (national developments); and hands-on science.

Increasingly, professional development efforts are arranged through partnership networks, a practice which maximizes the quality of service provided to a wider spectrum of professionals. For example:

- PSU partners with four elementary schools (three in Portland Public Schools, one in North Clackamas) serving low-income students. The focus of these partnerships is collaborative preparation of teachers, continuing professional development, and site-based research and development. PSU assigns a graduate student to each school, and teachers become closely involved with PSU through activities such as guest lecturing and co-teaching with PSU faculty.

- PSU partners with several schools in the metropolitan area in Special Education, Counseling, and Administration. A key benefit of the partnerships is the placement of student "teams" in practicum so that new special education teachers, counselors, and administrators learn how to work together at the school site.

- PSU serves as a northwest regional site (Oregon/Washington) for the Accelerated Schools Program, and is exploring the feasibility of serving the same function with the network of Basic Schools, founded by the late Ernest Boyer. The Accelerated Schools Program is a model focusing on schools with high numbers of disadvantaged students. In Oregon, schools in Beaverton, Portland, and Reynolds School Districts are involved.

- PSU is partnering with 13 different schools in the metropolitan area (and one in Astoria) on Goals 2000 projects. Next year there will be eight schools in the Goals 2000 partnerships. Through these initiatives, issues such as assessment, standards, and school improvement are addressed with current teachers and administrators.

d. Southern Oregon University

Southern Oregon University offers licensure programs in 23 of TSPC's 42 areas. Since moving to a fifth-year model in 1991, Southern annually enrolls 50 students in the Elementary program, 60 in Secondary, and 12 in Special Education. About half of students completing programs (55 percent) are securing teaching positions in public schools within one year of completion.

Southern operates a number of unique on-site preservice programs with schools which enable students to work in traditional practicum as well as action-research. Partnerships at Lincoln and Briscoe Elementary Schools (Ashland School District) involve four preservice students at each school plus action-research projects and on-site courses for student teachers and mentor teachers. Partnerships with Orchard Hill (Phoenix/Talent School District) and Howard Elementary Schools (Medford School District) involve four preservice students at the former, six at the latter. Partnerships with Central Point School District (Crater High School and Scenic Middle School) involve seven preservice students.

Southern has recently moved several programs to a distance learning format to provide expanded access. The Professional Core of the master's/Standard programs and courses in the Standard Handicapped Learner and the Early Childhood Endorsements are delivered via ED-NET (at least four courses per term) to seven sites in southern Oregon.

Southern is involved in an extensive redesign process to respond to TSPC's new licensure requirements. A 21-member task force has been formed to include representatives from college faculty, teachers and/or administrators from each school district in Jackson County, and social service agencies. Wide input is being sought from the region. This effort is expected to result in fundamental changes in the design/delivery of Southern's programs.

Southern is involved in numerous partnerships with schools and ESDs in the region addressing school improvement plans, for example:

- In a partnership with Douglas County School District, faculty are providing instruction in action research to teachers. Approximately 15 student teachers each year spend a week working with teachers as "research associates." The experience gives student teachers opportunities to work in — and research — rural schools, and benefits schools as well.

- Partnering with Rogue Valley Medical Center's Child Development Program, Southern delivers early intervention/early childhood special education services to four-year-olds in the Ashland and Phoenix/Talent School Districts identified with special needs. Faculty and teachers collaborate in the identification of those needing services and the planning and delivery of services. Children attend the preschool/kindergarten program housed at Southern.

- Southern and the Jackson County Bilingual/Migrant Education Program have been collaborating for the past 12 years. This has resulted in the training of preservice teachers in strategies for working with second language learners and the provision of tutorial services to second language learners throughout Jackson County by preservice teachers. The collaboration has been extended to include youth forums/retreats in which 125 preservice students in basic licensure programs and 50 high school students from underrepresented groups participate.

- A partnership with Crater High School and Scenic Middle School (Central Point School District) has resulted in the placement of preservice students in Math, Language Arts, Social Studies, Business Education, Art, and Health and Physical Education in the schools for extended terms.

- Southern faculty facilitated development of action-research projects for all schools in the tri-county region (Jackson, Josephine, Klamath counties) participating in Goals 2000 projects. The project focuses on the improvement of knowledge/skills in mathematics or reading. Teachers plan and carry out research projects; many will present their projects at a conference sponsored by Southern in collaboration with the Pacific Circle Consortium.

- Through a partnership with Jackson, Josephine, and Klamath counties in Math Assessment, 15 preservice students and teachers will come together for training sessions in math assessment. After training, student teachers and teachers will be part of a scoring cadre for math tests for students at the 5th and 8th grade levels.

e. University of Oregon

The University of Oregon offers licensure programs in 25 of TSPC's 42 areas. The UO offers a unique five-year program which prepares students in their undergraduate years for a license in both elementary education and special education, resulting in practitioners specially prepared to work with at-risk children. The UO also offers a range of master's and doctoral degrees in special education, school psychology, and administrative fields.

The College of Education has a national reputation for educational research. *U.S. NEWS and World Report's* survey of the nation's 240 graduate education programs that grant doctoral degrees recently ranked the College of Education 20th overall and 4th in Special Education.

A number of significant changes in UO's programs have been made in the last five years, and are planned for the future:

- During 1993-95, the College of Education was restructured to gain organizational and programmatic coherence and efficiencies. A working group recommended a departmental organizational structure with three departments,

with department heads under the direction of an associate dean for academic programs. Four OSSHE-approved research institutes would come under the direction of the associate dean for research and outreach.

- A new educational studies undergraduate major with two options, "integrated licensure" and "family/social services," was implemented. At completion of the five-year integrated program, students will earn a master's degree and be eligible for an early childhood, elementary, and three different special education teaching licenses/endorsements.

- The College is currently developing a middle/secondary school licensure program which will respond to TSPC changes required by 1998.

The UO participates in a number of professional development partnerships, research, and service projects with school districts and agencies, for example:

- Partnerships with Bethel and Springfield Districts provide a range of ongoing professional development activities; partnerships with Fern Ridge and Pleasant Hill Districts focus on improved student safety/school discipline.

- *Character Education Project* is studying effective approaches to character education and assisting the Oregon Department of Education to develop guidelines for districts and schools building character education programs.

- Oregon School Law Conference, jointly sponsored with COSA and OSBA, annually serves 500 school administrators, other school personnel, attorneys, UO students, school board members, and UO faculty.

- *Oregon US West/NEA Teacher Network (*funded at nearly $1 million by the US West Foundation) is training 300 teachers from 75 school districts to become proficient at using computer-based telecommunications to improve teaching/ learning. Teachers are participating in information-sharing projects to create an array of instructional resources; they are also serving as trainers of others in their schools/districts. All OSSHE Colleges of Education are participating as liaisons to this project in order to link preservice students electronically with teachers in the Network.

- *Successful School Starts/Consortium for Early Intervention* supports efforts which deal with early intervention. Consortium members come from higher education, public/private schools, and other agencies.

- *Serving Young Children with Attention Deficit Hyperactivity Disorders and Related Behavior Problems* develops and evaluates inservice training materials for early childhood and early intervention service providers (e.g., pre-school teachers, day-care personnel); *Mainstreaming Children in Community Preschool* provides support to young children with disabilities while in community pre-schools.

- *Project Vocabulary* develops instructionally sensitive measures of vocabulary and interventions to address the early delays of children at risk of reading failure; and *Phonological Awareness* develops/evaluates the effects of phonological awareness interventions for kindergarten-age children.

- *Project CHOICES* provides training and information to individuals/families so they can be active participants in accessing resources available through school, rehabilitation, and employment services.

- *Oregon Career Information System* (CIS) is a state-based career information delivery system, formally designated as such by the Occupational Information Coordinating Committee and Oregon Department of Education. CIS collects labor market and educational data and develops it into useful career information; provides practical means of accessing career information by individuals of all ages; and promotes the integration of career information into education/ workforce development programs and services.

- *Project DEPARTURE* works in Lane County with over 90 teachers and 2,700 students K-8. This project supports efforts to use effective instruction by enhancing the ability of teachers to adapt and include in nongraded primary classes children with developmental differences in academics and behavior.

- *Project REFER* works with all high schools in Lane, Jackson, Josephine, and the Marion ESD and Vocational Rehabilitation Branch Offices in Lane County, Medford, and Salem to provide referral and evaluation procedures for education and rehabilitation professionals.

f. Western Oregon University

Western Oregon University offers licensure programs in 19 of TSPC's 42 areas. Western offers the four-year program model in teacher preparation as well as Standard licensure programs for teachers following their entry-years in the public schools (TSPC requires the Standard, or completion of a fifth-year program, of all secondary teachers).

As Western begins to move out of the constraints placed on the budget and the program as a result of Ballot Measure 5, there is an increase in students enrolling in its education programs. For 1997, Western expects to enroll 144 students in Elementary, 106 students in Secondary, and 50 students in Special Education. There are also significant increases in enrollments in graduate education programs.

In addition to the on-campus programs to prepare teachers, Western offers unique on-site programs in partnership with several school districts:

- A middle-level authorization as part of a master's degree program has been planned in collaboration with the McMinnville School District and designed to bring about systemic change — 30 are enrolled.

- Bilingual/English for Speakers of Other Languages (ESOL) endorsement program has been developed with the Beaverton School District (30 teachers), Salem/Keizer School District (30 teachers), and Woodburn School District (55 teachers). The program at Woodburn is also offered as part of a Master's degree in Education.

- Western is entering into partnership agreement with school districts for each cohort group of "Troops to Teachers." This is a proficiency-based teacher preparation program which is a pilot program for a redesigned elementary/ secondary program with four-levels of authorization.

Placement rates for graduates of Western's teacher education programs in recent years are about 85 percent, with graduates entering classroom teaching or related education positions. Positions have been primarily within Oregon and are widely distributed among rural school districts as well as districts throughout the Willamette Valley and the Portland metropolitan area.

Significant changes in Western's programs have been made in the last five years, and are planned for the future, for example:

- Western has redesigned its teacher preparation programs for elementary and secondary education to include restructured coursework, proficiencies, and assessment methods that align with K-16 proficiency-based programs and meet the new TSPC requirements. The Task Force on Redesign has spent nearly 1,500 hours working to restructure Western's program as a standards-based program. The redesign process has included university faculty, community college faculty, public school teachers and administrators, and students.

- *Teacher Effectiveness Project*: School of Education faculty and Teaching Research faculty have worked for six years to connect teacher work and student learning. Every School of Education faculty member is involved in this project. Efforts are coordinated with the Task Force on Redesign. Faculty from elementary education, special education, secondary education, and Teaching Research are working to blend the research findings with the new program. An advisory panel of leading national educators reviews the work and makes recommendations for the research and its application to the redesign.

- Western has designed and is currently implementing the state's first American Sign Language teacher preparation program in response to TSPC's identified needs. Western is implementing a new baccalaureate degree in American Sign Language; the teacher education program builds upon this expertise.

- Western is cooperating with Chemeketa Community College in a collaborative four-year professional technical teacher preparation program.

Western is involved in a number of partnerships with school districts addressing school improvement plans. For example, Western's faculty serve on school-site councils and work on several Goals 2000 projects with school districts. Western also established the Office of Continuing Professional Development in 1994 to connect the School of Education with school districts to work on school improvement projects. In two years the office has had a significant, positive impact on faculty and local districts; there are currently seven major school partnership projects underway.

6. UNIQUE STATEWIDE INITIATIVES

a. Proficiency-based Admission Standards System (PASS)

The Oregon Legislature passed laws in 1991 and 1995 requiring high schools to offer Certificates of Initial and Advanced Mastery (CIM, CAM). Students will take state tests, have samples of their work scored by teachers using statewide scoring guides, and produce a culminating demonstration to obtain these certificates. The CIM begins with standards in English and mathematics in 1998. Each year, a new subject area will be added (full implementation is expected by 2005). Eventually, students will be expected to meet standards in six subject areas (mathematics, science, social science, second languages, humanities and literature, visual and performing arts).

OSSHE institutions are fully supporting the attainment of higher standards so that more students will be prepared to succeed in college. College admission expectations are being adjusted to accommodate students who participate in CIM and CAM programs, to align the school reforms in K-12 schools with college admissions.

Beginning in 2001, Oregon applicants for admission to an OSSHE institution will be expected to demonstrate proficiency in English and mathematics. Currently, there are eight proficiencies in English and ten in mathematics. Students who apply in 2001 will still be required to meet subject-area requirements in science, social sciences, and second languages, maintain a required GPA in those areas, and take national tests such as the Scholastic Assessment Test (SAT). Proficiency requirements in other areas will be phased in over a four-year period. OSSHE is working with the Oregon Department of Education and K-12 schools to pace these college admissions changes with curricular changes ongoing at the schools.

In order to prepare for this major new change in college admissions, and the assessments to be carried out within high schools around the state related to this new system, OSSHE's PASS project has established formal "partnerships" with 30 schools. Together they enroll 40 percent of the state's high school students. Intensive summer training activities are underway for 200 educators. There is training of 170 second language teachers to learn how to verify proficiency in a second language. A field office has been established at the Portland Public Schools Administration Center to particularly assist the metropolitan high schools.

Within OSSHE, the Board of Higher Education has accepted the final versions of proficiencies and indicators for college admission. PASS staff have visited all OSSHE campuses to inform and involve faculty. There are "implication teams" on OSSHE campuses to determine how higher education should change, as a result of K-12 changes.

Special efforts have been made to ensure that Oregon students who wish to attend college outside the state will not be negatively impacted by the PASS assessments. Letters from Stanford University and all Washington universities (agreements are in the works with the University of California and California State University) have been received indicating they will encourage Oregon PASS students to apply.

PASS has been recognized nationally as a pioneer in new proficiency-based admissions. More than $3 million in grant support has been received by PASS since its inception.

Because all new educators must know about these K-12 school reform changes, and the relationships between CIM, CAM, and PASS, OSSHE's PASS project has been making special efforts to work closely with the educator preparation programs. Much of this work occurs through the STEP program (see below).

b. Standards-based Teacher Education Project (STEP)

The Standards-based Teacher Education Project is funded through the Eisenhower Professional Development Federal Activities Program of the U.S. Department of Education. STEP is part of the OSSHE PASS Project.

STEP is a three-year project to construct a knowledge base of teacher skill and practice that will prepare public school teachers for standards-based teaching. Teachers, liberal arts faculty, and teacher education faculty from OSSHE Colleges and Schools of Education have formed co-development teams. Teams are working in partnership to build an understanding of the relationship between the PASS standards and the Oregon K-12 standards for the CIM and CAM and to become competent in the use of standards-based methods for instruction and assessment.

Lessons learned from these co-development teams are being incorporated into the design of all OSSHE teacher education program materials and, thereafter, into programs for the preparation of teachers. Eventually, policy recommendations will be advanced to TSPC for future changes related to teacher licensure.

c. Dwight D. Eisenhower Professional Development Program

The Dwight D. Eisenhower Professional Development Program is a 13-year federal program which provides financial support for professional development services to elementary and secondary school teachers in the core academic areas: mathematics, science, English, civics and government, foreign languages, arts,

geography, history and economics. The primary emphasis for services is subject areas related to mathematics and sciences.

Since the mid-1980's, the Oregon Department of Education has managed the Eisenhower Elementary and Secondary Education Program (the 1996 allocation was $2,386,306). OSSHE has managed the Higher Education Program (the 1996 allocation was $454,534).

For the 1996-97 Higher Education Program, accredited colleges/universities in Oregon in collaboration with K-12 schools, professional and nonprofit associations, and business/industry, were invited to submit grant proposals in line with implementation of Oregon's School Improvement Plans. Projects could be funded in one or more of five categories:

Performance-Based Teaching: projects providing training in performance-based teaching (for example, knowledge of Oregon's school improvement context, including CIM and CAM Content Standards, Oregon's Common Curriculum Goals, PREP and PASS Proficiency Standards, linking state requirements to school district's core learning outcomes).

Addressing Needs of Underrepresented Children in Academic Core Areas: projects addressing needs of underrepresented children through the preparation of new minority teachers in the academic core areas, with mathematics/science as one of the core areas.

New Middle/High School Programs with Enhanced Academic Core Components: projects developing new middle and/or high school preservice programs with enhanced core academic components, in line with licensure changes of TSPC, *Oregon Educational Act for the 21st Century*, and national recommendations in middle/high school academic core areas.

Integrating Technology in the Classroom to Enhance Instruction in Academic Core Areas: projects training teachers and/or preservice students to integrate technology into the K-12 curriculum as a means of improving student performance in academic core areas.

Second Language Enhancement Projects: professional development "general" projects and/or professional development and/or preservice projects for elementary teachers not trained as second language teachers.

The following projects were funded for 1996-97:

- Lewis and Clark College/Portland State University: *Promoting Interdisciplinary Science, Mathematics, and Technology Through Real-World Problem Solving*
- Oregon State University: *Model Middle Level (Grades 5-10) Teacher Preparation Program*

- Oregon State University: *Preparing Preservice Science and Math Teachers to Teach Minority Students (SMILE Program)*
- Western Oregon University: *Professional Development in Primary Level Math and Science: Collaborative Model for Preservice and Inservice Teachers*
- Portland State University/Portland Community College/Portland Public Schools: *Preparing Minority Teachers in Mathematics and Science*
- Willamette University/Western Oregon University: Integrating Oregon's Identified Priorities through Inquiry-Based Teaching: A Community Partnership Model for Teacher Professional Development
- Oregon Graduate Institute/Saturday Academy: *FutureMakers Inventor/Mentor Program Academy*
- University of Oregon/US West NEA Teacher Network: *Professional Development of Technology Leadership Cadre*
- Eastern Oregon University: *Constructivist Learning Communities*
- Pacific University: *Science Standards Staff Development*
- Oregon State University/Confederation of Language Teachers: *Professional Development Program for Secondary Teachers of Spanish in Oregon*
- Portland State University: *Integration of WWW and Digitized Image Resources in Second Language Instruction: Cultural and Linguistic Enhancement*
- Pacific University/Portland Public Schools: *FLES Project (Early Foreign Language Programs/Elementary*

d. Statewide Japanese Language Project

The OSSHE Japanese Language Project is a collaborative effort between K-12 and higher education in Oregon. Funded by a $500,000 grant from the Nippon Foundation and $200,000 grant from the U.S. Department of Education, this project brings together Japanese language teachers from around the state to develop standards, assessments, curricula, and teaching materials. These are known collectively as the *Japanese Language Proficiency Package,* a map for teachers guiding their students towards proficiency. The proficiency package has been the template for the development of PASS standards and assessments for American Sign Language, German, French, and Spanish as well.

The Japanese Language project is helping teachers devise strategies for implementing this program in their classrooms via a Model Schools Program. This program supports master teachers' efforts to develop these strategies. Now

entering its third year, the Model Schools Program has selected 15 Model Schools for awards totaling more than $100,000 in direct assistance to K-12 teachers.

Faculty from public and private universities in Oregon have worked hand-in-hand with K-12 teachers in this project to devise a system of instruction that is both theoretically sound and practical enough to work in real classrooms. About 130 K-12 teachers of Japanese are impacted by this project; some 200 language teachers are receiving the project's newsletters, and another 200 outside the state.

e. Other Foreign Language Initiatives

OSSHE is providing statewide leadership in working with foreign language teachers to prepare for the new proficiency environment which is part of school reform, and the stepped-up K-12 requirements for second language as part of high school graduation and college admissions. For example:

- OSSHE institutions are developing new approaches to training preservice teachers in proficiency approaches. Faculty at the University of Oregon and Portland State University have been working in collaboration with the Portland Public Schools to identify the ways foreign language preservice programs need to change to be responsive to K-12 changes. Pilot courses are currently being tested at the two universities with preservice students.

- Through Eisenhower funding, OSSHE is assisting 40 middle/high school Spanish teachers improve their language skills, in order to teach better to proficiency, and learn improved pedagogical approaches through a summer 1997 workshop. Sponsored by COFTL (Confederation in Oregon For Language Teachers) in collaboration with Oregon State University, teachers will attend a four-week intensive summer workshop in Mexico.

- Through Eisenhower funding, OSSHE is assisting approximately 30-40 current elementary teachers learn how to introduce "early language programs" in Spanish and Japanese in a 1997 intensive summer workshop sponsored by Pacific University and Portland Public Schools.

- Through Eisenhower funding, OSSHE is assisting the University of Oregon and Portland State University develop technology-based foreign language materials to help language study "come alive" for students in K-12. There will be World Wide Web sites that can be used by teachers and students. Also, the campuses will train foreign language teachers how to access and incorporate technology materials into their classrooms.

PRODUCTION OF NEW OREGON-LICENSED EDUCATORS FROM OREGON'S PUBLIC AND INDEPENDENT INSTITUTIONS, 1994-95

ENDORSEMENTS (TSPC-Approved Programs)	COMPLETED PRACTICA TEACHING					OREGON-LICENSED (TSPC)				
	OSSHE		Independent			OSSHE		Independent		
	#	%	#	%	Total	#	%	#	%	Total
♦ Elementary	302	42%	409	58%	711	285	48%	307	52%	592
♦ Early Childhood Education	10	71%	4	29%	14	4	100%	0	0%	4
Subtotal	312	43%	413	57%	725	289	48%	307	52%	596
Secondary Specialties										
♦ Fine Arts (Art, Drama, Music)	27	60%	18	40%	45	26	70%	11	30%	37
♦ Language Arts, Reading Speech	37	31%	82	69%	119	35	34%	68	66%	103
♦ Foreign Languages (French, German, Japanese, Latin, Russian, Spanish)	15	63%	9	37%	24	12	57%	9	43%	21
♦ Prof/Tech (Agriculture, Business, Home Economics, Marketing, Tech Education)	22	81%	5	19%	27	19	79%	5	21%	24
♦ PE, Health	48	58%	35	42%	83	42	65%	23	35%	65
♦ Math	26	49%	27	51%	53	24	53%	21	47%	45
♦ Sciences (Biology, Chemistry, Integrated, Physics)	42	68%	20	32%	62	31	55%	25	45%	56
♦ Social Studies	39	37%	67	63%	106	35	40%	52	60%	87
♦ Education Media	0	0%	0	0%	0	0	0%	0	0%	0
Subtotal	256	49%	263	51%	519	224	51%	214	49%	438
♦ Special Education (Handicapped I-II, Hearing Impaired, Speech Impaired, Visually Impaired, Early Intervention, Sp Ed I-II)	114	79%	30	21%	144	98	85%	17	15%	115
Subtotal	114	79%	30	21%	144	98	85%	17	15%	115
♦ Administrator (Principal, Superintendent)	40	47%	45	53%	85	39	51%	37	49%	76
♦ Counselor/Psychologist	12	31%	27	69%	39	5	22%	18	78%	23
Subtotal	52	42%	72	58%	124	44	44%	55	56%	99
GRAND TOTAL	**734**	**49%**	**778**	**51%**	**1,512**	**655**	**52%**	**593**	**48%**	**1,248**

DEGREES GRANTED IN EDUCATION 1995-96

Disciplines	Bachelors	Masters	Doctoral	Certificate	Total
Adult/Continuing Teacher Ed		30			30
Agricultural Teacher Ed				9	9
Art Teacher Ed				4	4
Biology Teacher Ed		5		13	18
Business Teacher Ed		1		5	6
Chemistry Teacher Ed		2		4	6
Counselor Ed/Coun/Guidance		76	5	39	120
Curriculum & Instruction		69	19		88
Education Admin & Supervision, General		34	15		49
Education Admin & Supervision, Other			5		5
Education of Blind/Visual Handicapped				4	4
Education of Deaf/Hearing Impaired		6			6
Education of Multiply Handicapped		12	4	13	29
Education of Speech Impaired				18	18
Education, General		58			58
Education/Instruction Media Design		25		13	38
Elementary Teacher Education	153	123		163	439
Elem, Middle, Secondary Ed Admin		23		112	135
English Teacher Ed	21	9		25	55
French Language Teacher Ed				9	9
General Teacher Education, Other		47			47
German Language Teacher Ed				2	2
Health Teacher Ed	85	3		8	96
Higher Education Administration		11	6		17
Home Economics Teacher Ed	1	1		14	16
Math Teacher Ed		16	2	35	53
Music Teacher Ed	10	6	3	4	23
Physical Ed Teaching & Coaching	69	13		19	101
Physics Teacher Ed		3		6	9
Pre-Elementary/Early Ed		3		1	4
Reading Teacher Ed				14	14
School Psychology*		1	7		8
Science Teacher Ed, General		17	4	4	25
Secondary Teacher Ed		79		49	128
Social Studies Teacher Ed				2	2
Spanish Language Teacher Ed				6	6
Special Ed, General		154	7	75	236
Speech-Language Pathology*	13	16			29
Speech Teacher Ed	82	2	3	2	89
Teacher Ed, Specific Academic/Voc		6			6
Teaching English as a Second Language		17		30	47
Technical Teacher Ed (voc)		11			11
Technology/Industrial Arts Teacher Ed	1			5	6
Totals	435	879	80	707	2101

* These are in disciplines other than Education but are school-related disciplines.

Note: Many other disciplines such as English, History, Biology, Math, etc., provide advanced degrees to K-12 teachers in those disciplines, which are <u>not</u> reflected in the education disciplines.